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## Students' Perception Toward English Vocabulary Learning Through Listening To English Song

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### Abstrak

Penelitian ini bertujuan untuk mengetahui bagaimana persepsi siswa dalam mempelajari kosakata bahasa Inggris melalui mendengarkan lagu-lagu berbahasa Inggris. Metode yang digunakan dalam penelitian ini adalah kualitatif yang berfokus pada studi kasus. Observasi dan wawancara digunakan sebagai alat pengumpulan data. Data yang telah diperoleh dianalisis melalui analisis tematik. Penelitian ini diikuti oleh 5 siswa kelas 10 dan 11 Smk Suryacipta. Hasil penelitian menunjukkan bahwa siswa mempunyai respon yang positif dan semangat yang tinggi dalam belajar serta siswa merasa terbantu dengan adanya lagu untuk pengetahuan kosa kata walaupun masih ada beberapa siswa yang merasa kesulitan dalam menggunakannya. Kesimpulannya, lagu merupakan media pembelajaran alternatif yang baik bagi siswa dalam mempelajari kosa kata bahasa Inggris.

Kata Kunci: *Lagu, Persepsi Siswa, Pembelajaran Kosakata Bahasa Inggris.*

### Abstract

This study aims to find out how students' perception in learning English vocabulary through listening to English songs. The method used in this research is qualitative that focuses on case studies. Observation and interview were used as data collection tools. The data that has been obtained is analyzed through thematic analysis. 5 students from 10th and 11th grade of Smk Suryacipta participated in this study. The results showed that students had positive responses and high enthusiasm in learning and students felt helped by songs for vocabulary knowledge although there were still some students who felt difficult in using them. In summary, songs are a good alternative learning media for students in learning English vocabulary.

Keywords: *Song, Students' Perception, English Vocabulary Learning.*

## INTRODUCTION

Most children enjoy listening to songs which play a crucial role in their development (Kalmar, 1982). During a child's development, songs play an important role as they help the child's body and mind to work together. During this time, the child can develop intellectually, socially and emotionally. Intellectual development is the stage where the child learns and applies the experiences they gain over time. The social and emotional development experienced is their sensitivity to understand the feelings of others when interacting in the child's daily life. In this case, songs can add to the development of children both intellectually, socially and emotionally. Likewise, Campbell (2000) supports the view that exposure of music enhances a child's development, and in some ways minimizes some development delays.

Songs are considered to be a fun element in learning, besides songs can be a great resource as they have their own repetition. As stated by Sariçoban and Metin (2000), repetition and rhyme make it easier for students to understand, follow and repeat. When students listen to songs, they will hear the same words repeatedly. At that time, students find it helpful in understanding the meaning and pronunciation in long-term memory. Songs also have a specific theme and can provide a meaningful context for learning. Murphey (1992) argues that songs are a useful tool in the teaching and learning process. Students can be helped by the songs they listen to especially in learning vocabulary, sentence structure and sentence patterns. In addition, songs can also help students in improving their language skills especially in foreign languages. . Peregoy and Boyle (2008) indicated that songs are good materials that we can use in lesson plans that aim to integrate the four language skills. Designing activities around the chosen song is very useful, for example, students can create stories from the song, students can write related words from the song and students can create word puzzles from the song. This can help students learn vocabulary that they know or don't know yet.

Vocabulary is one of the important language components in learning English. In this case, when someone wants to be able to use the language well, then he needs to understand the vocabulary based on its meaning and pronunciation. Vocabulary is the most basic thing in using language to express ideas, opinions and feelings that a person wants to convey or convey. Thus, in order to understand each other, mastery in terms of vocabulary is very necessary. (Hamer, 2001:4) says that vocabulary is one of the most obvious language component factors and one of the first things applied linguistics turn their attention to. In addition, Cameron (2001) believes that building a useful vocabulary is at the core of foreign language learning. Students should focus on learning vocabulary because vocabulary is the core of foreign language learning.

The use of songs as learning media in English is to make it easier for students to learn vocabulary and even to add vocabulary that they don't know yet. Students can feel bored and saturated in learning if they use monotonous learning strategies. According to (McCarten, 2007:19) Students often feel frustrated when they cannot understand what is being taught. In this case the role of songs in this learning is to dilute and liven up the atmosphere so that students cannot feel bored with the usual learning methods.

## RESEARCH METHOD

This research uses qualitative research that focuses on case study. Qualitative methods are characterized by several things such as; exploring a problem, developing a detailed understanding of a phenomenon, collecting data based on words, analyzing data for description using text analysis and interpreting the more significant meaning of the findings (Creswell, 2012). In addition, Creswell (2009) states that case studies are defined as research that explores a program, event, activity, process, or one or more individuals in depth to gain in-depth knowledge about the actions we want to explore. This research will be conducted in one of the vocational high schools in Karawang, namely SMK Suryacipta Karawang. The reason for choosing SMK Suryacipta Karawang is because this school has English extracurricular activities. There are all grade levels in this extracurricular, ranging from grade X to XII. However, the participants in this study were only those who participated in English extracurricular activities. It is expected that the music listening method in learning English vocabulary can make students more active in the teaching and learning process, especially in learning vocabulary. The research instruments used to collect data in this study were observation and interviews. Data collection was done by observing the teaching and learning process in the classroom using an observation sheet when the action was taken and conducting interviews with participants after the learning was completed. To analyze the collected data, we used Braun and Clarke's (2006) thematic analysis. Thematic analysis is the process of looking at the data intentionally with the aim of discovering patterns or identifying themes across the dataset which was used by the researchers (Braun & Clarke, 2006). This method is a very helpful tool of analysis if a study wants to fully explore the qualitative data to find common patterns of a particular phenomenon and then to estimate the extent at which this phenomenon can be validated by the researcher (Fereday & Muir-Cochrane, 2006). Holway & Todres (2003) also tell us that the thematic analysis serves as the main supporting pillar of the qualitative analysis. There are 6 stages carried out in thematic analysis, namely; Familiarizing the data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the report.

## FINDINGS AND DISCUSSION

Based on the data from observations and interviews that have been conducted with students, there are three main themes found in this research, namely: First, Song attract students' enthusiasm in learning. Second, Songs Can Help Students Improve Their Vocabulary. Third, Student Difficulties In Learning Using Songs.

### Songs Attract Students' Enthusiasm In Learning

The participants have an interest in learning English vocabulary using songs. they look enthusiastic when learning in class. When interviewed, the participants said that they were very interested and liked learning English vocabulary using songs. It can be seen from the interview transcription:

"Are you interested in using songs as vocabulary learning media?" (R)

"I personally really interested and like this learning technique, and I have no problem with this learning." (S1)

"I am very happy and very interested in using songs as a medium for learning English, because I really like listening to music." (S2)

"Learning using songs is very fun, I enjoy it very much." (S3)

"Songs really make it easier for me to learn English vocabulary and I am very interested in this kind of learning." (S4)

"I personally like and am interested in this learning, but sometimes I still like to struggle in this technique" (S5)

This also matches the results of observations made by researchers in the classroom as follows :

No	Things Observed	Skor			
		1	2	3	4
	Student				
1	Student Activity: Students actively take notes on the subject matter Students actively ask questions Students actively propose ideas			.	.

2	Student Attention: Quiet and calm Focused on the material Enthusiastic			.	.
3	Discipline: Attendance Arriving on time Return on time			.	.
4	Assignment: Complete all assignments Timely submission of assignments Working according to the instructions			.	.

In this section, all participants had positive perceptions. In this case, they stated that they had a positive experience with songs in learning English vocabulary. The participants felt happy, calm, and enjoyed learning using songs. The participants thought that songs can bring the learning atmosphere to be fun and not boring. Alfaridi in Shopiya(2013) stated that English songs can help teachers to create active, creative and fun learning.

This is related to previous research conducted by Kurniastuti & Prayogo (2021). The results of expert validation show that the songs have good quality in terms of song titles, song atmosphere, language style, song content, and song characteristics. Based on the results of trials with students, the songs can be sung easily and give positive feeling effects.

### Songs Can Help Students Improve Their Vocabulary

The participants believed that songs can be used as a media to help improve vocabulary and motivation in learning English vocabulary. Songs are not only listened to during learning, but they can be listened to anytime and anywhere.

"Do you think that learning vocabulary using songs can increase your vocabulary knowledge? And after attending this class, did you find any new vocabulary that you didn't know before?" (R)

"From personal experience, I found a lot of vocabulary from songs, and songs can help my learning." (S1)

"songs can increase my vocabulary, not a lot but a little." (S2)

"I find a lot of new vocabulary, I usually write them down and memorize them to add to my knowledge." (S3)

"I get a lot of new vocabulary, I also memorize the vocabulary if the vocabulary can be used for daily conversation." (S4)

"The song can be used to improve my vocabulary, and I get quite a lot of English vocabulary from the song." (S5)

This means that all participants agreed that songs are a good media that can help them to learn English vocabulary. They believed that songs are a good medium to use to increase their vocabulary knowledge. Through songs, they find vocabulary that they have never heard before and they memorize vocabulary that is needed for daily activities. In this case, it states that learning media facilitates the learning process and builds motivation to learn independently. This is consistent with the findings of Isnaini & Aminatun (2021) in their research that the students also thought that the songs helped them learn new vocabulary, unfamiliar vocabulary, how to pronounce it correctly, and ultimately improve their English vocabulary.

Through songs, students feel helped and motivated to improve their vocabulary learning. This states that listening to songs can help learning in improving English vocabulary and results in a positive perception on this aspect. Mariana, Hasibuan and Risnawaty (2021) said songs can be trusted to help remember vocabulary and used the songs are interested in learning English. This also relates to research from Cevikbas & Mede (2018), the results of which revealed that songs help young learners to improve their vocabulary and songs are also considered by their teachers as an effective pedagogical tool to promote vocabulary when teaching English to young learners.

Other relevant research is research conducted by Pavia, Web & Faez (2019) in their article entitled "Incidental Vocabulary Learning Through Listening To Songs" showed the results of their research that (a) listening to songs contributes to vocabulary learning, (b) repeated listening has a positive effect on vocabulary acquisition, and (c) frequency of exposure positively affects vocabulary learning acquisition.

#### Student Difficulties In Learning Using Songs

In this data, some of them still have difficulties when learning vocabulary using songs, such as the songs they listen to are too fast, lack of listening skills and unclear pronunciation of the lyrics in the songs. It can be seen from the interview transcript as follows:

"Do you think learning vocabulary using songs is difficult?" (R)

"I personally think that learning using songs is not difficult, it makes it easier for me to learn vocabulary. (S1)

"I personally still have difficulties in learning to use it again, because sometimes the lyrics are difficult to pronounce and sometimes the song is too fast so the pronunciation is not clear." (S2)

"No, in fact, it is easier to learn the vocabulary and it becomes easier to memorize it." (S3)

"The difficulty I have is that sometimes I still like to be confused and unclear about the singer's pronunciation. So, when I listen to songs, I have to look at the lyrics so that I can know what vocabulary is meant " (S4)

"I still feel confused when learning vocabulary using songs, especially if there are no lyrics. because, I am not familiar with fast English pronunciation because most songs have a fast tempo. So, I'm not get used to it yet." (S5)

Three out of five participants still found it difficult to use songs for learning, and they all experienced the same problems, there are the tempo of the song was too fast and the singer's pronunciation of the lyrics was unclear.

Based on the data obtained, the researcher found difficulties experienced by students during learning using songs. The difficulties encountered were students' lack of listening skills and songs that were too fast in tempo so that students were not clear enough in listening to the lyrics. In this case, song selection must also be considered in vocabulary learning. According to Nurhayati (2009 cited from Manurung and Yana 2018), there are 3 things that need to be considered so that the use of songs in learning English is effective including; (1) the level of student ability, (2) the type of song, some songs are not suitable for use as learning media, for example, the pronunciation is not good or even wrong, (3) the level of difficulty (language complexity) contained in the song. In addition to these 3 points, song lyrics and song tempo must also be considered for learning. In addition, the difficulty experienced by students is the difficulty in pronouncing words. As a result of songs that are too fast, students will find it difficult to pronounce the words of the song lyrics. Because songs that have a fast tempo will

sound unclear pronunciation of vocabulary from the singer. As the results of research from Rohmatillah (2017), the difficulties faced by students are almost all students have difficulty in pronouncing words, spelling words, and grammatical forms as inflection becomes one of the causes of students' difficulties in learning vocabulary. From this, it can be stated that students still have weaknesses in spelling words. It causes the weak vocabulary knowledge that students have.

## CONCLUSION

Songs have a positive perception from the students. Students feel that songs help them to learn and improve their vocabulary. Students also stated that they are happy and enthusiastic when learning using songs because songs create a fun, relaxed, and not boring atmosphere. They also really enjoy when learning using songs. In summary, songs are a good alternative learning media for students in learning English vocabulary.

Based on the results of this study, students viewed positively the use of songs as a medium to improve vocabulary learning. Therefore, the researcher suggests that students use songs as one of the media to learn English vocabulary and expand their new knowledge.

Many students stated that learning using songs is very enjoyable, as well as getting positive responses from students. In this case, the researcher suggests to teachers to use songs as an alternative media in learning English vocabulary.

This study only focuses on students' perceptions in learning English vocabulary using songs. This means that the subject of this study specifically focuses on certain English language skills. Therefore, the researcher suggests other researchers to identify other skills. The results of this study show that students feel songs are a useful medium for their vocabulary skills, so it is hoped that future researchers can consider using songs as a learning medium in other skills.

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